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ABSTRACT

The primary objective of the action research chronicled (in English and Chinese) in this book was to shift the teaching method used by preschool teachers in Hong Kong from a teacher-directed mode by training them to use the Project Approach. The secondary objective was to measure children's achievement while using the Project Approach, focusing on their language ability, social development, and self-initiated learning. Teacher supervisors received training on the Project Approach, including training in brainstorming, questioning techniques, drama and learning, and emergent curriculum. Participating in the action research were 12 children from 3 experimental centers. Data were collected by videotaping classroom activities and reviewing teachers' journals, children's portfolios, and project books. Findings suggest that children became more capable in language ability, self-initiated learning, social and cooperative skills, comprehension, and expression as they carried out their own project work. Two new projects are detailed in this new edition: "Knowing Our Community-Yaumatei"; and "The Ram," in conjunction with 2003,the Chinese Year of the Ram. (Contains 23 references.) (HTH)

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